**Grade One Rubric - Comprehend and Respond  
*Part 1 – Comprehension***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Has a significant understanding and recall of what one views, listens to, and reads and provides insightful interpretations with evidence to support responses.** | **Has a good understanding and recall of what one views, listens to, and reads. Provides adequate interpretations and gives reasonable evidence to support responses.** | **Comprehends the basic ideas and understands most of what one views, listens to, and reads. Gives some interpretation and provides some evidence to support it.** | **Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.** |
| Views and explains explicit messages, identifies key features, and makes inferences about feelings.  Listens, retells, and elaborates, independently, the key ideas (who, what, when, where, how, why) of a text. Carries out directions with more than six steps.  Reads and retells, independently, using inferences, the key events, and ideas of a story and of an informational text. | Views and explains explicit messages, and recognizes feelings and specific features of a text.  Listens and retells the sequence and key points (who, what when, where, how, and why) of a text; follows directions with four to six simple steps.  Reads and retells the sequence and key points (who, what, when, where, how, why) of a text; shows understanding of story elements, character, problem, and solution; answers literal and inferential questions. | Views and understands the basic message in a visual text.  Listens and retells with some detail the basic ideas of a text. Follows two- and three-step instructions.  Reads and retells stories and informational text by relating most key points. | Views and grasps part of the meaning from the visuals in texts.  Listens and retells a few or little of the ideas or details in the text. Follows one-step oral directions correctly.  Reads and retells some ideas in simple narrative and informational texts. |

**Grade One Rubric - Comprehend and Respond  
*Part 2 – Use of Strategies***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Feels confident using task-relevant strategies before, during, and after viewing, listening, or reading.** | **Uses, with practice and teacher support, before, during, and after strategies relevant to the task.** | **Uses, with prompting and support, a few before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task.** | **Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and continuous coaching on when and how to use them.** |
| Uses, independently, before, during, and after viewing, listening, and reading strategies (e.g., thinking about topic, setting purpose, predicting, making connections, identifying key messages and details, drawing inferences).  Sets goals for viewing, listening, and reading.  Reads smoothly and uses voice to make the reading sound more interesting. | Uses, with guidance, viewing, listening, and reading strategies before, during, and after (e.g., considering what is known, making connections, predicting, drawing inferences, looking for details, justifying what might happen, and recalling key ideas and events in a logical order).  Listens to the ideas of others.  Identifies what good viewers, listeners, and readers do.  Explains favourites.  Sets goals, with teacher guidance, for viewing, listening, and reading.  Uses eye tracking most of the time. Reads according to the punctuation and is beginning to use phrasing. Reads at a reasonable rate with fluent pacing. | Uses, with prompting, some before, during, and after viewing, listening, and reading strategies to construct meaning. Makes appropriate personal connections.  Listens attentively and with respect.  Works towards more fluency but reads mostly word-for-word.  Identifies, with teacher guidance, what good viewers, listeners, and readers do. | Uses, with much prompting, some before, during, and after strategies when viewing, listening, and reading such as looking for details, making connections, and predicting. Makes some personal connections.  Listens, with prompting. Takes turns most of the time.  Reads slowly and “sounds out” frequently used words; pauses or stops frequently when reading.  Reflects, with teacher guidance, on viewing, listening, and reading experiences. |

**Grade One Rubric - Comprehend and Respond  
*Part 3 – Cues and Conventions***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Uses confidently and consistently the cues and conventions of communication and language to construct meaning.** | **Uses the cues and conventions of communication and language to construct meaning.** | **Uses some of the cues and conventions of communication and language to construct meaning.** | **Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.** |
| Identifies and explains, independently, the purpose of a text.  Recognizes, independently, the text structures and elements in oral presentations, fiction, informational texts, poems, and plays including the beginning, middle, and end.  Understands what a sentence is.  Has extensive sight-word vocabulary. Applies topic-related vocabulary to new situations.  Knows sounds and letters. Identifies initial, medial, and final sounds; dipthongs; and digraphs in spoken words (e.g., ship, chicken, beep, playing).  Uses visual cues such as colour, form, shape, size, movement, and space to construct and confirm meaning in a variety of texts. | Identifies the purpose of the text.  Identifies the beginning, middle, and end, the type of text (e.g., poem, fiction, non-fiction), and some key elements of the text.  Recognizes basic statement and question sentences and understands what a sentence and its punctuation do to communicate meaning.  Understands new concept words and identifies word families in texts; knows 100 commonly used words in print.  Understands and identifies all the letters and most grade 1 sounds; identifies initial, medial, and final sounds in spoken words (e.g., cat).  Uses visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. | Begins to recognize a purpose for viewing, listening, and reading.  Identifies, with prompting, the beginning, middle, and end and type of text (e.g., poem, fiction, non-fiction).  Recognizes sentence boundaries (e.g., capital letter beginning and period ending).  Understands specific key words; has a bank of words that are readily recognized in print.  Recognizes letter names and letter sounds of the alphabet as well as some phonic generalizations such as “ee,” “sh,” “ch,” “ing”; identifies rhymes within a shared text; identifies initial and final sounds in a spoken word; manipulates phonemes by deleting and substituting.  Uses, with prompting, visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. | Recognizes, with explicit guidance, a purpose for viewing, listening, and reading.  Identifies a beginning and end; understands that what can be said can be read.  Recognizes a basic sentence and identifies and attends to periods when used at the end of sentences.  Knows some sight words (e.g., I, a, the); understands some general concept words; identifies some rhymes; knows that spaces separate words.  Recognizes most letter names and letter sounds, and begins to use initial sounds to decode words; identifies most initial sounds in a spoken word.  Uses, with explicit direction and modelling, visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. |